

2010 SCHOOL *performance* REPORT



St Columba College

Established jointly by the
Anglican & Catholic Churches



As a section of the Australian Government Schools Compliance and Accountability Framework, all schools are required to prepare an Annual Report on school performance for parents and the community each year as a requirement of the Schools Assistance Act 2008. This requirement is additional to the ACARA of data appearing on the My School website. This report satisfies St Columba College's obligation to provide school performance information.

This information is made available to St Columba College Community. It is published in both on-line and print variants. Background information regarding survey results is available in greater detail on request. All data collated has been cleansed of information which would identify individual respondents.

Sections of the School Performance Report are also published in the Coracle – the fortnightly College newsletter – and various Year 12 results are additionally published in this publication on commencement of the new school year. St Columba College and its community is proud of the achievements represented in this document. Any additional information regarding St Columba College and its performance may be made available by contacting the Principal, Ms Madeleine Brennan.

Contextual Statement

St Columba College is an R - 12 co-educational Anglican and Catholic school, established as an ecumenical initiative by the Anglican and Catholic Archbishops of Adelaide Most Rev Ian George (Anglican) and the Most Rev Leonard Faulkner (Catholic) opening in 1997.

From the first year of opening parents were committed to the College becoming an R - 12 educational establishment and in 1999 this was achieved courtesy of Government approval. The first group of sixty Year 8 students commenced in February 2000.

The College is renowned for being committed to high standards in all areas of school life. St Columba College takes pride in its students' achievements, be they academic programs, sporting or creative endeavours as well as in their spiritual, social and emotional development.

Within the Primary years, there is a clear focus on developing strong skills for students in numeracy and literacy - the foundation of success for all future learning. In addition to this Primary students have access to outstanding specialist facilities in Science, Performing Arts, Music and ICT.

Middle School caters for the teenage years in a specific manner. A comprehensive curriculum is available to students who are supported and encouraged as they begin the task of planning for subject selections and their future pathways.

Excellent facilities both educational and recreational are also a hallmark of the Middle and Senior years. Students in the Senior School can follow academic or vocational pathways or a combination of both. They have access to a wide range of subject choices as well as personalised vocational counselling. Accomplished teachers work closely with students to ensure they have the best chance of being successful in their studies.

Irrespective of background and ability, the College seeks to develop in every student:

- A desire to serve God and humanity
- A respect for truth and justice
- A life, long love of learning
- A lasting set of moral values,
- A desire to achieve a high level of academic, social and personal skills whilst fostering creativity and overall excellence
- The greatest possible understanding of self and the worth of each individual's contribution to society

In order to do this the College works to:

- Develop the spiritual, religious, social, academic and physical potential of each student in a caring yet disciplined environment;
- Foster a co-operative relationship between all members of the school community – students, the Anglican and Catholic Churches, staff, parents and local council;
- Provide a curriculum that reflects the values of Jesus as proclaimed in the Gospels and create and foster an environment for learning, in which the Christian year is followed and observed, and in which the life of the participating parishes provide a practical focus for that observance
- Help each student appreciate the joy of living
- Encourage members of the school community to take an active part in their own local church and parish communities.



**Love of God, Self
and Neighbour;**

**Hope and
Belonging**



**Respect and
Responsibility**

**Knowledge
and Success**

Deep Peace

VISION

St Columba College seeks to nurture in our students and the community a close relationship with God; a passion for living; and a lifelong love of learning.

MISSION

To provide students with excellent educational opportunities, encourage academic and personal success, to experience the love of God, celebrating with and embodied in our Anglican and Catholic tradition a culture of Deep Peace.

PHILOSOPHY

St Columba College is committed to providing its students with an opportunity to experience an excellent learning environment. Our philosophy is based on the belief that God is present in the ordinary events of daily life; all we do seeks to give witness to this reality.

We seek to engage our students in a vibrant, innovative, diverse and challenging curriculum, within a spiritually nurturing educational programme.

Providing a personalised Pastoral Care Program; helping students to develop their personal values and opinions, giving individuals an opportunity to experience leadership of peers, are all vital elements of our educational program. We seek to guide students on their journey to become adults who have a sense of their individual call to truly be a force for good in our world and to be a sign of hope for others.

We invite our students to dream about the future, to set their goals high and to work hard to attain what they set out to do. We encourage them to understand that they are our next generation of leaders within society and that each and every person has the ability to contribute to the rich texture of the human story.

St Columba College seeks to be a place of hope, a place of deep learning and place of passion for knowledge. We seek to work in partnership with parents and the wider community in the important role of educating our young to the very best of our ability.

Underlining our philosophy is a belief that humans have a natural love of learning, understanding that each day holds exciting possibilities for new and significant wisdom. As such our College seeks to be a place where all community members, especially students experience the joy and wonder of educational success. Through providing planned learning situations, as well as the learning that occurs through the natural process of growing and living, we want our students to understand the power that their natural ability to 'learn' gives them. Therefore we endeavour to give every student specific skills and knowledge that will enable them to reflect upon life's situations; to interpret the views of others; to understand and positively influence the world in which they live.



Teacher Standards & Qualifications

STAFF ATTENDANCE

In 2010 one hundred and sixty staff were employed at the College.

WORKFORCE COMPOSITION

Of the one hundred and sixty staff members, ninety seven were full time staff and sixty three part time staff. The College employs fifty five ESO staff including Out of Hours School Care Staff. In 2010 the College employed one Indigenous teacher employed and one College Chaplin.

TEACHER QUALIFICATIONS

All teaching staff met the requirements of the Teacher Registration Board for registration, including mandated training in child protection. All staff are first aid trained and maintain these training qualifications.

We are fortunate to have people on staff who are extremely well qualified in undertaking their teaching, administrative and leadership roles. Many of our teachers have two or more formal qualifications in particular areas:

• Masters Degree:	10
• Bachelor Degree:	91
• Post Graduate Diploma:	3
• Advanced Diploma & Diploma:	28

In addition to this, we have a number of staff who are undertaking post graduate studies in:

- Doctorate Studies in Education
- Masters Studies in Education
- Masters Studies in Leadership
- Master of Educational Computing
- Graduate Studies in Religious Education
- Graduate Studies in Social Science (Counselling)
- Cognitive Behavioural Therapy

2010 Achievements

The College enjoyed numerous achievements in 2010 including:

- Completion of the Community Gymnasium which houses a full Gym, Kindergym, Weights Room, Meeting Room and Agency Room.
- Completion of the Science Centre.
- Refurbishment of the Primary School Multipurpose Hall into a Performing Arts Centre.
- New Chapel and leadlight depiction of St Columba crossing from Ireland to Scotland.
- Pergola in the Primary School.
- Mary MacKillop Walkathon with over \$18,000 raised.
- Development of the College Orchard.



SES Information

Funding from the Australian Government for recurrent expenditure is based on a schools' SES scores which is derived from their students' residential addresses and 2006 Australian Bureau of Statistics Census data. The SES index figure for St Columba College has been reported as 88.

CHARACTERISTICS OF THE STUDENT BODY

Enrolments have continued to increase in 2010 with the total enrolments being 1394 of which five were Indigenous students and forty three were students with disabilities.

Grade	Total Number of Full Time Students enrolled 2010
Reception	76
Year 1	75
Year 2	75
Year 3	85
Year 4	88
Year 5	87
Year 6	87
Year 7	87
Year 8	179
Year 9	174
Year 10	180
Year 11	128
Year 12	73
TOTAL:	1394

There were no part time students in 2010.



Student Attendance

STUDENT ATTENDANCE AND MANAGEMENT OF NON ATTENDANCE

The College seeks to work closely with parents to ensure that student attendance at the College is well monitored and supported.

In order to maximise attendance the College undertakes a number of initiatives. Most importantly every time a student is absent from the College parents are required to make contact with us via a dedicated absentee phone line, email link or to speak directly with one of the College's receptionists. If a student is absent and we have not heard from a parent/caregiver, we make a phone call to the primary carer to ascertain why the student is not at school. In addition to this any student who is late to class is expected to 'sign in' at the front desk upon their arrival.

If the College is unable to make contact with a parent/caregiver regarding a student's absence from school, a letter is posted home advising the parent of the absence and requesting that the parent makes contact with the College to let us know why the student was away from school. A daily record is kept of all student attendance. The College seeks to work closely with parents to ensure that student attendance at the College is well monitored and supported.

The average student attendance rate for the College in 2010 was 90.5%

2010 Year Level Attendance Records Per Term

YEAR LEVEL	TERM 1	TERM 2	TERM 3	TERM 4
Reception	96%	94%	91%	92%
Year 1	95%	94%	93%	94%
Year 2	94%	93%	91%	92%
Year 3	97%	94%	94%	94%
Year 4	96%	94%	92%	94%
Year 5	96%	95%	95%	94%
Year 6	93%	89%	82%	90%
Year 7	84%	87%	82%	83%
Year 8	78%	86%	88%	87%
Year 9	83%	89%	89%	89%
Year 10	87%	88%	93%	90%
Year 11	81%	86%	92%	86%
Year 12	81%	88%	90%	82%





Co-Curricular Activities

IN THE R-6 SECTION

- Student leadership structures via the Student Representative Council and House Captains
- Primary Leadership Day
- Interschool Athletics, Cross Country, SAPSSA, School Sports Day, House activities and other sporting opportunities were available to students
- Premiers Reading Challenge
- Instrumental music program - violin, viola, trumpet, cello, flute, trombone, clarinet, saxophone and tuba
- Choir
- Primary School participated in the McCain School veggie patches
- Students attended liturgies and / or masses in both the Anglican and Catholic traditions

IN THE 7-9 SECTION

- Transition program for students joining the College at Year 8
- Special Education and Adaptive Education support for students with Special Needs
- Counselling support made available to all students
- Music tuition in violin, viola, trumpet, cello, flute, trombone, clarinet, saxophone and tuba
- Concert Band, String Orchestra, choir
- Premiers Reading Challenge
- Students attended a variety of liturgical gatherings, including both Anglican and Catholic masses
- Year 8 students involved in the Wakefield Youth Parliamentary Program.
- Students were given the opportunity to undertake a variety of sporting activities - Interschool competition, Sports Day, House activities
- Systematic student leadership structure
- Year level retreat program for all year levels
- ESL support for all eligible students
- After school and lunch time assistance was offered in a range of subjects including English, History, Mathematics and Science
- Chess Club

IN THE 10-12 SECTION

- Special Education and Adaptive Education support for students with special needs
- A Retreat Program which involves all students with Year 12 students enjoying a three day live-in program

- Counselling support is made available to all students
- Students attended a variety of liturgical gatherings including both Anglican and Catholic masses
- Music tuition in violin, viola, trumpet, cello, flute, trombone, clarinet, saxophone and tuba
- Concert Band, String Orchestra and choir
- School Music Concert
- All students in Year 10 undertook Work Experience
- Students were given the opportunity to undertake a variety of sporting activities, Interschool competition, Sports Day and House activities
- After school and lunch time assistance was offered in a range of subjects including English, History, Mathematics and Science
- Year 12 students attended holiday revision sessions in all subjects
- Drama productions presented to parents, students and staff – Fiddler on the Roof.
- Chess Club
- Senior students had the opportunity to participate in University Programs designed to give them an introduction to Tertiary Study
- Student leadership structures are in place through the Prefect and House systems
- ESL support for all eligible students

SPECIAL PROGRAMS

- Introduction of English as a Second Language
- Special and Gifted Program
- Literacy Intervention Programs - Rainbow Reading, Reading Recovery, Reading Rocketeers
- Significant Special Education and Adaptive Education support for students through Special Programs

COMMUNITY PROGRAMS

- Middle School Community Evening
- Multicultural Celebration Evenings

STUDENT WELFARE PROGRAMS

- New Pastoral Care Programs
- Cyber Bullying Police Visit
- Students attended Year Level Retreats
- Student Retreats
- Science/ Maths Club
- Student Leadership Program



Senior Secondary Outcomes

1. VOCATIONAL AND TRADE TRAINING

Twenty nine students achieved a certificate in the chosen course of study. The most popular being Tourism were 12 students acquired a Certificate II. Four students achieved a Certificate III in Aged Care while others achieved certificates in diverse areas such as – Animal studies, Engineering and Fabrication, Automotive, Police Studies and Construction.

2. ATTAINING YEAR 12 CERTIFICATE OR EQUIVALENT VOCATIONAL EDUCATION AND TRAINING QUALIFICATIONS

Of the 2010 Year 12 cohort 96% completed their SACE. Two students received a merit for Mathematical Studies and Studies of Societies with the College Dux obtaining a TER of 99.25. Four students received a TER over 90 and a further eight students received a TER over 80.

Of those students who applied for University or TAFE 72% received their first round preference while the majority or the others received their preferences in the second round.

VET Outcomes

2010

- 12 Students Certificate II in Tourism
- 4 Certificate I in Automotive
- 6 Students Certificate II in Community Services (Child Care)
- 1 Completed units from Cert III in Police Students
- 1 Certificate II in Hairdressing
- 1 Certificate III in Children's Services
- 1 Certificate I in Racing (Stablehand)
- 1 Certificate I in Animal Studies
- 1 Doorways to Construction
- 1 Pathways to Engineering and Fabrication Industry

Subject Success	
Subject	A's Obtained
Biology	2
Chemistry	1
IPP Desktop Publishing	3
English Studies	3
IPP – Electronic Publishing	2
Food and Hospitality Studies	2
Mathematical Applications	3
Mathematical Studies	1
Modern History	1
Physical Education	3
Physics	3
Studies of Societies	2

Post School Destinations	
33%	UniSA
8%	University of Adelaide
1%	Flinders University
38%	TAFE
20%	Workforce/ Other

Courses Obtained

Applied Science, Architectural Studies, Arts, Early Childhood, Education, Engineering, Law, Media, Nursing, Podiatry, Psychological Science, Science, Social Work, Urban & Regional, Planning & Visual Arts.



Student Outcomes In Naplan

National testing was conducted in Years 3, 5, 7 and 9 for the second time. The tests provide students, parents, teachers and the wider community with a comparative 'snapshot' of student achievement. In the Primary School, 2010 NAPLAN testing demonstrated ongoing development in Literacy and Numeracy results for all Year 3, 5, & 7 cohorts.

St Columba's participation levels are very high. We support the inclusion of students with Special Learning Needs. The data below indicates that almost all students are at or above the minimum standard. However, our aim is for all students to continue to experience continued personal academic growth and for the College's results to continue to indicate successful engagement with meeting students learning needs. Teaching staff will use Student Report Data from national testing, and other data on student performance, to ensure the very best learning programs are designed to meet the cohort and individual learning needs. St Columba College has teacher Professional Development and curriculum review strategies in place.

All students maintained or improved their levels of achievement. Trend data indicates ongoing improvement in Year 7 and 9 Numeracy and Literacy results. We are especially pleased with the ongoing improvement of the Year 9 cohort in the Reading component of the Literacy testing.

It should be noted that the trends in Years 3 - 7 are exceptionally good but are affected slightly in Year 8. We believe this comes about by the fact that in Year 8 the College receives nearly 100 new students from its catchment area more than doubling the original Year 7 cohort. This effectively changes the educational foundation profile of the group to be tested in Year 9, accounting in turn for the change in the average proficiency at Year 9 from 80% to 64%. This presents the College with the ongoing challenge of implementing proven strategies that will enable proficiency levels to be raised so that all students may strive for success and excellence in their chosen areas of study in the Senior levels.

NUMBER OF STUDENTS WHO SAT THE NAPLAN TESTS

Year	Numeracy Calculator Not Allowed	Numeracy Calculator Allowed	Grammar & Punctuation	Reading	Spelling	Writing
3	82	N/A	81	82	81	80
5	79	N/A	80	81	80	80
7	78	78	74	77	74	74
9	154	154	158	163	158	158

% OF STUDENTS AT OR ABOVE EXPECTED PROFICIENCY BAND FOR THE YEAR LEVEL*

Year	NUMERACY		GRAMMAR & PUNCTUATION		READING		SPELLING		WRITING	
	At Band	Above Band	At Band	Above Band	At Band	Above Band	At Band	Above Band	At Band	Above Band
3	9%	93%	14%	84%	13%	86%	14%	84%	4%	96%
5	15%	84%	19%	75%	17%	69%	19%	79%	15%	83%
7	21%	72%	22%	67%	17%	74%	10%	82%	6%	82%
9	31%	59%	24%	70%	32%	61%	21%	67%	30%	59%

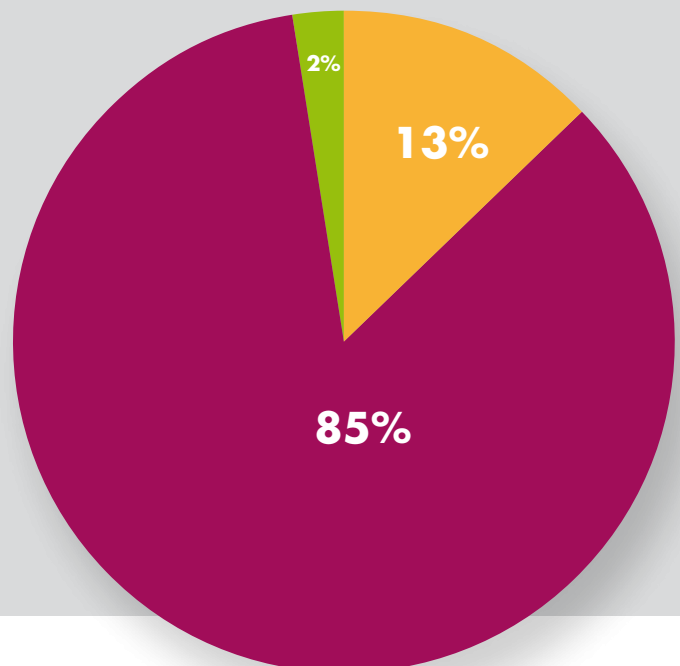
*Using the National Testing Procedures

*Drop in Year 9 results due to influx of new Year 8 Students to St Columba College.

FEE INCOME: \$2,710,182

GOVERNMENT GRANTS: \$17,669,740

OTHER: \$489,501



**2010
INCOME**



Parent, Student & Teacher Satisfaction

A systematic survey of parents, students and teachers is conducted annually.

PARENT SATISFACTION – YEAR ONE AND YEAR NINE SURVEY

At the beginning of 2011 parents of Year 1 and Year 9 students were invited to complete a survey which sought to gain their comments about their satisfaction with the College. 252 surveys were mailed and the College received 50 responses.

The returned survey's revealed 96% of parents agreed that their child had settled in well at the College. In addition, 92% of parents felt welcome to contact teachers with any concerns. The results of the surveys highlighted many positive aspects of the College. Once again there was a clear indication that parents believed that the students at St Columba were well cared for and that the College was indeed a place that strived for excellence.

Anglican / Catholic Ethos & Religious Education	Agree
The faith life of the College as well as the curriculum has supported the development of my child.	74%
My child enjoys participating in the Religious Education program.	60%
My child has settled in well at the College.	96%

Student Behaviour Management & Pastoral Care	Agree
I am happy how student behaviour is handled at the College.	76%

Uniform	Agree
The College is consistent in its uniform standard expectations.	76%

More detailed information from this survey is available on request.

Curriculum & Teaching	Agree
I am happy with the overall education package offered at the College.	86%
I feel welcome to contact teachers with any concerns.	92%
Teachers contact me when there are issues to discuss.	76%
The teacher/s of my child in 2010 were generally enthusiastic and motivating.	78%
I am happy with my child's progress.	86%

Curriculum & Teaching	Agree
I have found administrative staff approachable.	96%
The communication from the College has been adequate.	84%

Reporting	Agree
School reports are clear and informative.	92%

TEACHER SATISFACTION

Staff members were asked to respond to a survey designed to uncover their general views about the College.

The results were as follows –

Question	Agree	Disagree	No Opinion
I am satisfied in my current job	85%	9%	6%
I feel free to express my views openly	75%	25%	0%
I feel I am valued as an employee	81%	19%	0%
I am consistently treated with respect	91%	9%	0%
I have good opportunities for promotion	66%	25%	9%
I am encouraged to participate in training activities that will help my development	81%	19%	0%
My work allows me the flexibility I need to balance my work and family/ personal life	78%	22%	0%
I have opportunities here	73%	22%	6%
My supervisor recognises my contribution	78%	18%	4%





STUDENT SATISFACTION

Students from Year 9 were asked to respond to a survey designed to uncover their general views about College life. The results were as follows –

General Satisfaction	Agree
I feel proud to be a student	82%
I like learning	75%

Teachers	Agree
Teachers treat me fairly in class	79%
Teacher give me marks I deserve	79%
Teachers listen to what I have to say	71%

Relevance	Agree
The things I learn will help me in my adult life	83%

Relevance	Agree
I always achieve a satisfactory standard in my work	83%
I know I can do well enough to be successful	94%

Status	Agree
I am treated with respect by other students	78%

Social	Agree
Other students are friendly	79%
I learn to get along with other people	93%



Questions or Queries?

Should you have any questions or queries
in regards to this document, please feel
free to get in touch with the College via our
administration desk on 8254 0600



St Columba College

Established jointly by the
Anglican & Catholic Churches

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